



| | | Advanced 4 | Proficient 3 | Developing 2 *** | Novice 1 *** |
|--|--|---|---|---|--|
| CONTENT & ORGANIZATION POINTS | | | | | |
| Structure | | The student <u>creatively</u> gains the audience's attention and makes the presentation's purpose clear. The presentation maintains a <u>strong</u> focus, includes <u>smooth</u> transitions between key points and summarizes the topic, developing a <u>deep</u> and coherent connection to the broader world of ideas beyond the fieldwork. | The student gains the audience's attention and makes the presentation's purpose clear. The presentation maintains focus, includes transitions between key points and summarizes the topic OR develops a coherent connection to the broader world of ideas beyond the fieldwork. | The student <u>somewhat</u> gains the audience's attention and makes the presentation's purpose <u>somewhat</u> clear. The presentation <u>frequently loses</u> focus, <u>lacks</u> transitions between key points, and <u>does not develop</u> a conclusion. | The student <u>does not make an effort</u> to gain the audience's attention or to make the presentation's purpose clear. The presentation <u>lacks</u> focus, <u>lacks</u> transitions between key points, and <u>does not include</u> a conclusion. |
| Fieldwork | | Effectively explains, by <u>providing deep knowledge of the experience</u> , the relationship with the mentor and activities performed during the fieldwork. | Effectively explains, by providing relevant details, activities performed during the fieldwork and the relationship with the mentor. | <u>Ineffectively</u> explains activities during the fieldwork and the relationship with the mentor <u>or neglects relevant details</u> . | <u>Neglects to explain</u> the activities performed during the fieldwork and the relationship with the mentor. |
| Clarity of Research & Fieldwork Connection * | | Describes a <u>strong</u> connection between the research paper and <u>one or more</u> aspects of the student's Senior Project. | Clearly describes a related connection between the research paper and another aspect of the student's Senior Project. | <u>Somewhat clearly</u> describes a connection between the research paper and another aspect of the student's Senior Project. | <u>Unclearly</u> describes a connection between the research paper the student's Senior Project. |
| Learning Stretch * | | Effectively describes a personally challenging, achievable project that stretched the student's prior knowledge and skills to an <u>exceptional</u> degree. | Effectively describes a personally challenging, achievable project that stretched the student's prior knowledge and skills to a sufficient degree. | Describes a <u>somewhat</u> personally challenging, achievable project that stretched the student's prior knowledge and skills to a <u>limited</u> degree. | Describes a personally <u>unchallenging</u> or <u>easily achievable</u> project that <u>did not stretch</u> prior knowledge or skills. |
| Product**** | | <u>Effectively and creatively</u> supports key points and enhances the judges' understanding of the student's Senior Project. | Effectively supports key points and enhances the judges' understanding of the student's Senior Project. | Supports <u>some</u> key points and <u>somewhat</u> enhances the judges' understanding of the student's Senior Project. | <u>Does not</u> support key points and/or <u>does not</u> enhance the judges' understanding of the Senior Project. |
| Length of Presentation** | | 9:01-11:59 minutes | 8:00-9:00 minutes or over 12 minutes | 4:00-7:59 minutes ** | 0-3:59 minutes ** |
| STRATEGIES of ADDRESS | | | | | |
| Body Language | | <u>Consistently</u> demonstrates poise, appropriate dress, good posture, and sweeping eye-contact. | Demonstrates poise, appropriate dress, good posture, and sweeping eye-contact. | <u>Inconsistently</u> demonstrates poise, appropriate dress, good posture, <u>and</u> sweeping eye-contact. | Demonstrates <u>poor</u> posture, poor choice of <u>dress, and little</u> eye-contact. |
| Speaking Voice | | <u>Always</u> speaks clearly, <u>effectively</u> , and confidently (e.g. volume, pace and articulation). Verbal non-fluencies (e.g., "uh", "um", "you know") are <u>rarely evident</u> . | Speaks clearly and confidently (e.g. volume, pace, articulation). Verbal non-fluencies (e.g., "uh", "um", "you know") are occasionally evident but have minimal effect on the presentation's flow and clarity. | <u>Infrequently</u> speaks clearly and confidently (e.g. volume, pace, articulation). Verbal non-fluencies (e.g., "uh", "um", "you know") have a <u>negative effect</u> on the presentation's flow and clarity. | <u>Neglects to speak clearly</u> . Verbal non-fluencies are <u>frequently</u> evident and have a <u>significantly detrimental</u> effect on the presentation's flow and clarity. |
| Interaction with Audience | | Always responds accurately, thoroughly, and <u>easily</u> to <u>all</u> audience questions and feedback. | Responds accurately and thoroughly to audience questions and feedback. | <u>Usually</u> responds <u>inaccurately or uncomfortably</u> to audience questions and feedback. <u>Student may be able to answer only rudimentary questions</u> . | Responds <u>inaccurately or uncomfortably</u> to audience questions and feedback. <u>Student may be unable to answer rudimentary questions</u> . |
| Delivery Aids (such as handouts, PowerPoint @ slides, etc.) | | <u>Aids utilize original images or layout design which creatively enhance</u> the audience's understanding of the presentation's key concepts. | Aids enhance the audience's understanding of the presentation's key concepts. | Aids <u>somewhat reinforce</u> the audience's understanding; <u>are busy, cluttered and distracting</u> ; OR are unclear or otherwise <u>minimally engaging</u> . | Aids <u>consistently detract from</u> the audience's understanding of the presentation. |

* NOTE : Topics, research papers, and fieldwork placements have been previously approved. Please do not judge students on the appropriateness of the topic or fieldwork.

** NOTE: A perfect score is 40. To be deemed proficient overall, a student must have a minimum total number of points equal to 30. However, any presentation that runs below the 8-minute minimum timeframe will be reviewed on a case-by-case basis to determine if student has demonstrated proficiency.

*** Before marking any indicator a "2" or "1" it is expected that the evaluating panel ask follow-up questions to prompt the presenter to elaborate on any aspect of the above that the student may have neglected.

**** Products may include—but are not limited to—the following: brochure, lesson plan, demonstration, fundraiser, web-page, blueprints, game, performance, song, rebuilt car transmission, script, homemade instrument, tutorial, business plan, robot, graphic advertisements, original song, exercise routine, costume, experiment, commercial, public service announcement, dance routine, painting, political cartoons, teaching a culinary art, sculpture, invention schematic, structural mock-up, etc.

TOTAL

